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The HOPKINS ARMS



Graduation Issue, 1924

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PALMAM QUI
MERUIT FERAT

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EDITORIALS

One of the many pleasant features of our school has been the whole-hearted way in which the school has entered into the singing at the morning assemblies, the music period, and at all other times when there has been an opportunity to sing. We have heard that in many schools but a small percentage of the boys take part in the school singing. Here the boys sing with spirit. They like to sing, and we enjoy hearing them. The chorus singing this past year has been especially good. This has been due to quite an extent to the leadership in music of the class that graduated this June. The solo and chorus work in the musical comedy "The Fire Prince," so successfully presented by the class Commencement week, would have done credit to a much larger group. We are going to miss the class of 1924 for many reasons. We will be reminded of their sturdy athletes when soccer, basketball and baseball come along. The support they

give all school activities will be missed. In our music work we will think of them often. The sopranos and altos will look about in vain for their leading voices, and the boys will have to "buck up" courage to take the tenor and bass parts without the aid of the lusty voices of the boys of the class of 1924.

It is well occasionally for us to take stock of our many blessings here at Hopkins. How fortunate we are that those intrusted with the investment of the Hopkins Funds have been men of wisdom. Every year from the income of the funds \$2700.00 is turned over to the town to be used by the school board, with what the town appropriates, and what the state grants, for the operating expenses of the institution. How many know that the trustees are ever alert to help a worthy cause? Witness the quick response at Alumni night when one of the graduates informed the gathering of the financial needs of the athletic association. The major repairs and improvements of the buildings and grounds are taken care of

THE HOPKINS ARMS

by the income from the Hopkins Fund. Every summer sees some new addition to the buildings or the making of some needed improvements. Our household arts cottage through the past ten years has been gradually brought to the point where it is considered a model for other schools to copy. One year it is mechanical apparatus for the agriculture department. Another year it is the painting of all the buildings. This spring we saw a fine garage built just south of the principal's home. And so it is all the time—the trustees are ever anxious to use the income from the Funds so judiciously that Hopkins can get a maximum of benefit from the funds which are intrusted in their care.

SCHOOL NEWS

On Wednesday evening, June 11th, the Athletic Association gave an entertainment in the Town Hall. It included the two-act Comedy, "Along Came Bud", in which Gladys Murray, Dorothy Hope, Harry Jekanowski, Clarence Shockro and Maxie Szafer took part. Each member of the caste deserves credit for each part was well interpreted. The part of the youthful son who managed to be the innocent cause of so much mischief was well suited to Maxie Szafer, who as a Sophomore, gives much promise of dramatic talent.

The program also included a reading by Marion Miller, 1927, Selections by the Honey-suckle Quartette, and a piano and banjo duet by Elizabeth and Rockwell Smith.

Commencement Week

Program was as follows:

- June 15 Baccalaureate Sunday
 - Local Churches to observe as fitting.
- June 16 Baseball
 - Hopkins at Ashfield
- June 17 Class Play
 - Town Hall, 7.00 P. M.
- June 18 Farewell to Seniors
- June 16-17-18 Final Examinations
- June 19 Class Day
 - Class Day Exercises
 - Campus, 2.00 P. M.
 - Baseball Game
 - Alumni Field, 3.30 P. M.
 - Alumni Reunion
 - 7.00 P. M.
- June 20 Graduation

Town Hall, 7.30 P. M.
Time—Standard

Class of 1924

| | |
|--------------------------|--------------------------|
| Bernice Catherine Abbott | |
| Harriette Morton Barlow | |
| Henry Edward Bemben | |
| Anna Bishko | |
| Ethel Elizabeth Fairman | |
| Dorothy Madeline Hickey | |
| Andrew Paul Jekanowski | |
| William Francis Keefe | |
| Theodore Elwin Maclean | |
| May Elizabeth Mahoney | |
| Robert John McQuestion | |
| Leslie Rockwell Smith | |
| Thaddeus Suleski | |
| John Henry Wanczyk | |
| Ruth Elizabeth Wentzell | |
| Josephine Dorothy Wosko | |
| Class Motto | "Not Sunset but Sunrise" |
| Class Colors | Blue and Gold |
| Class Flower | Daisy |

Senior Operetta

On Tuesday evening, June 17th, the class of 1924 presented the two act Operetta, "The Fire Prince" in the Town Hall. This was an innovation in place of the usual Senior play and was possible because of the musical talent of the class of 1924.

The caste was as follows:

| | |
|-----------------------------|-------------------|
| Prigro, The Fire Prince | Frank Keefe |
| King of Pantouflia | Andrew Jekanowski |
| Princes of Pantouflia | John Wanczyk |
| | Henry Bemben |
| Wise Man | Rockwell Smith |
| Benson, The Butler | Thaddeus Suleski |
| Spanish Ambassador | Robert McQuestion |
| Frederick, a Nobleman | Theodore Maclean |
| William, Butler's Assistant | Rockwell Smith |
| Rosa, Ambassador's daughter | Ruth Wentzell |
| Queen of Pantouflia | Dorothy Hickey |
| Duchess, Honorary Governess | Bernice Abbott |
| Princesses of Pantouflia | Harriette Barlow |
| | Ethel Fairman |
| | Mae Mahoney |
| Teresa, Rosa's friend | Anna Bishko |
| Messenger | Josephine Wosko |

The Committees were as follows:

| | | |
|-------------------|------------------|------------------|
| | Scenery | |
| Robert McQuestion | Ruth Wentzel | Harriette Barlow |
| | Properties | |
| Frank Keefe | Ethel Fairman | John Wanczyk |
| | Costumes | |
| Rockwell Smith | Bernice Abbott | Mae Mahoney |
| Anna Bishko | | Josephine Wosko |
| | Lighting | |
| Theodore Maclean | | Henry Bemben |
| | Stage Manager | |
| | Thaddeus Suleski | |

Athletic Association Meeting

After the close of final examinations on Wednesday noon, the School assembled for an Athletic Association Meeting with President Rockwell Smith presiding. After the reading of the Secretary's report by Ethel Fairman, letters for baseball were awarded to Andrew Jekanowski '24 baseball captain, John Wanczyk '24, Theodore Maclean '24, John Rojko '25, Harry Jekanowski '25, Edward Tudryn '25, Clarence Shockro '26, Jacob Jekanowski '26, Edward Wanczyk '26, Roger West '25, Charles Murphy '25, John Debraynio '26.

The officers elected for next year were: President, Horace Babb; Secretary, Katherine Keefe; Captin of Girls' Basketball, Katherine Keefe; Manager of Girls' Basketball, Victoria Bemben; Captain of Soccer, John Rojko; Manager, Roger West; Captain of Basket-ball, Edward Tudryn; Manager, Horace Babb; Captain of Baseball, Harry Jekanowski; Manager, Harold Shockro.

Farewell to the Seniors

Following the Athletic Association Meeting on June 18th, the Sophomores gave a very clever and entertaining program as a farewell to the Seniors. Each Senior was given a song by the Sophomores who had a clever and original "hit" for everyone of their schoolmates in the class of 1924. Another number on the program was "An Employment Bureau" in which the Sophomores chose professions for each Senior according to his tastes.

The Sophomores showed themselves generous as well as skillful entertainers by treating the school to ice-cream cones.

In behalf of the school, Robert McQuestion, President of the class of 1924, presented gifts to Mr. Loring, Miss Corbin and Miss Allen of the faculty who have resigned.

Class Day

Ideal weather marked the Class Day program which was held under the big willow. The Class of 1924 presented the school with

the scenery used in the operetta. The program follows:

| | |
|--|--|
| Address of Welcome | Robert J. McQuestion |
| Class History | Harriette Barlow |
| Class Prophecy | Mae Mahoney |
| Prophecy on the Prophet | Anna Bishko |
| Class Athletic History | Henry Bemben |
| Charge to the School | John Wanczyk |
| Class Ode | Josephine Wosko |
| Hopkins Twenty-Five Years From Now | Thaddeus Suleski |
| Class Will | Ruth Wentzel |
| Class Gift to the School | Frank Keefe |
| Parting Gifts to the Graduating Class from Juniors | Horace Babb, President of Junior Class |
| Dedication of Class Tree | Theodore Maclean |

Address of Welcome

Friend, Faculty, Schoolmates:—

The Class of 1924 extends to you a hearty welcome to our Class Day exercises.

Now that we are about to leave dear old Hopkins we take this opportunity to thank all those who have helped to make these four years so happy and profitable for us.

Teachers, we thank you for your patient and untiring efforts in endeavoring to prepare us for our life in the wide world.

Schoolmates, you have always been loyal to us and we feel that you are well fitted to take our places.

Friends, gathered here this afternoon, we hope that you will enjoy our exercises.

Once more, I welcome you to these exercises.

Robert J. McQuestion, Jr.

Class History

On September 3, 1920 twenty-five excited little Freshmen knocked at Hopkins door. Here we were met and admitted by our Sister Class, the Juniors. Together with their helpful advice added to our worldly wisdom, we were soon able to choose our courses and were enrolled as true Hopkins Freshmen.

We were heartily received by the upper classmen, who recognized from the very start the capabilities of our members. Our lusty voices soon rang out impressing the school with our unusual musical ability. Our career in the field of music had begun and our Operetta of Tuesday evening shows you what heights we have reached.



C. Shockro, p.
 J. Wanczyk, s; J. Jekanowski, p. & 1; Tudryn, 2; Rojko, p. & 1; Mclean, mgr.
 H. Jekanowski, lf; West, rf; Wzorek, sub; Debraynio, 1
 E. Wanczyk, 3; A. Jekanowski, (capt.) c.; Murphy, m.

We also brought to Hopkins our all around star athlete, John Wanczyk.

The first big event of the year to our minds was the election of our class officers. Our President, Robert McQuestion and Vice-President, Bernice Abbott, because of their efficient work, remained in office during our four years.

The Sophomores kept us well posted as to the rules which were to be followed and did their best helping the teachers to enforce them. Great was the competition between the two classes in every event of the year, which was brought to a close with the Freshmen social. In our estimation and ours only, the Freshmen social was the best ever given in the history of the school.

Vacation of that year flew by quickly and we were back again in September as Sophomores, weighted down by the responsibilities thrust upon us. Some of our classmates were missing and so our number was brought down to twenty-two. We had a most successful year. Our social of this year showed our very best work and was appreciated by everyone.

When we returned as Juniors we found our numbers again depleted, now only eighteen remained. Our third year was drawing to a close and our Junior "Prom" had been a great success, socially although not financially.

Seniors! At last we had reached the goal for which we had long been striving. Studies were harder and lessons longer but many good times will be remembered which took place during this year. Now there are sixteen of us.

We have had Miss Corbin as our class adviser for our four years and she has helped us out of many difficulties.

The Junior "Prom" will be remembered by certain members of the class of 1924. The Juniors certainly deserved a great deal of credit for making it so enjoyable.

Our big undertaking of the year was the putting on of the Operetta. We hope you enjoyed it as much as we enjoyed the rehearsals.

June is here and we leave to take up new work.

We, as a class extend to you our sincere

wishes that your four years at Hopkins will be as happy as ours have been.

Harriette M. Barlow.

Class Prophecy.

It was the summer of 1930.

I had just returned home from a tour through Europe. All the beautiful sights I had seen and concerts I had heard were still fresh in my memory, I attended these with the keenest interest and enjoyment but there was one thing I had missed and that was my radio.

So it was with much eagerness that I sat down to listen to the evening's program. I adjusted the ear phones and in a moment succeeded in tuning in, just in time to hear the announcer say: "This is Westinghouse station W B Z, broadcasting from the Hotel Kimball Studio, Springfield, Mass.

To my surprise I recognized the voice of Thaddeus Suleski.

He had just returned from Africa where he made himself famous by being the first man to install a radio for the African Pigmies.

Then I heard Teddies voice again. He was announcing the first number on the program, the bed-time story.

After he had finished speaking I heard a sweet voice say: "Hello Kiddies! This is the Dream Fairy. Are you all ready for your story tonight?"

There was something so familiar about this voice that I stopped to look at my paper to see whom they had scheduled for that night. This is what I read: "Dorothy Hickey, a graduate of Hopkins Academy and Wellesley College is on our program tonight. We are very fortunate in having Miss Hickey as a week from today she will sail for England where she will tutor the King's children.

Then I heard Dot telling her story.

After she had finished I was fully convinced that the King had never made a wiser choice than when he chose Dot to train his children for she had now become one of the most famous instructors in the United States.

Dinner Music by Ted's Orchestra was the next. I could not recall ever having heard that Orchestra. Before I had time to think any more about it the music started and how it played.

It certainly did live up to its name Jazz.

A few days afterwards I learned that the Orchestra belonged to my old classmate Theodore Maclean.

I also learned that he had now become a famous dancer as well as the leader of the best Jazz Orchestra.

I was not at all surprised to hear this as I remembered when he was at Hopkins he was famous for his musical ability and graceful dancing.

When the dinner concert was over the announcement was made "the evening's program would be continued from the Hotel Brunswick studio. Please stand by for one minute." I seized this opportunity to look at the paper for the Boston program.

I found they were to have a special program that night as the governor was to speak. There was a long article about him and a picture of his beautiful mansion. The grounds must have covered three or four acres, set with trees and shrubbery. On one side of the lawn I noticed something quite unusual. Instead of having a fountain playing on the lawn there was a large well with cemented rock all around it. Close by I noticed a figure which seemed strangely familiar, on looking closer I recognized my old friend Ethel Fairman, standing beside her rock well.

By the time I reached my radio the governor was speaking.

I immediately knew that voice belonged to Rockwell Smith, he was giving a splendid oration and as he was speaking there came to me the words he had spoken when on Prize speaking at Hopkins.

"The government of America shall endure," and I could see that he was doing his best to make it endure.

Trials in Boston Police Court were next announced. These had always proved tiresome

and uninteresting but tonight they were more lively than usual. The first case was for speeding, the defendant being Frank Keefe. It seemed to be quite a serious case for a certain Wednesday evening Frank, while driving through Hadley had failed to stop when the traffic cop, Henry Bemben, had ordered him to do so. It was not Henry alone to whom he had failed to pay any attention but he had deliberately kept right on when he was ordered to stop by the second officer down by the Elmwood Hotel.

Another complaint was brought against him by Josephine Wosko, for killing two of her prize hens for she now owned one of the largest poultry farms in Massachusetts.

I could hear Frank Keefe pleading his cause very earnestly and skillfully as he had been in practice for some time. I was very much surprised when I heard he was pronounced not guilty.

My surprise soon vanished when I learned who the judge was for he proved to be Andrew Jekanowski.

After graduating from Hopkins Academy, Andrew had entered Harvard Law School and after being admitted to the bar he became judge of the Boston Court.

A lecture followed on Economy in the Home by the Household Arts instructor at Hopkins Academy.

I became greatly excited on hearing this as I knew my classmate Anna Bishko after graduating from Simmons College had taken the position.

The Dept. had become so famous and there were so many pupils there that they had been required to employ two instructors.

So it happened that Ruth Wentzel after graduating from the same college was now assisting Anna. Her specialty was Picoting Seams.

I now tuned in at station W R C, Washington.

Sporting news was the first announcement I heard from this station.

Results of the Tennis tournament, Bernice Abbott defeated Miss Wills the tennis champion. When I heard this I remembered that Bernice's hobby when at Hopkins was always playing tennis and I decided that it certainly had proved worth while.

Baseball scores of the American and National leagues. I was very eager to hear this as I knew that my classmate Johnnie Wanczyk had been captain of the "Red Sox".

As I expected to hear, the "Red Sox" had won by a high score. I felt that much of this was due to Johnnie's good work and his splendid sportsmanship which he always had shown while at Hopkins.

Next I heard the announcer say: "The evening's concert will be given by Miss H. Barlow the celebrated soprano soloist who has just returned from Alaska. While there she won great honors from the Eskimos for her marvelous voice. For one hour I listened spellbound to Harry's singing. When she finished I did not feel any doubt as to why the Eskimos had bestowed on her such honor.

The next morning while looking through my paper I found the commencement exercises were to be held at Columbia University with an address by the President.

I had a great desire to hear these exercises so I tuned in at New York station.

The President proved to be Bob McQuestion. By his address he showed a remarkable development of the intellectual powers which we always knew he possessed and a continuation of the studious habits he had formed during his course at Hopkins.

I now appreciate my radio as I never did before, for though it has been a long time since I graduated from Hopkins, I can still keep in touch with my friends and their famous work.

Mae Mahoney

Prophecy on the Prophet

After my graduation at Hopkins in 1924, I was fortunate in securing a position at the College Blouse Shop in Northampton. While

there I became greatly interested in designing and at the end of three years I took a course at Pratt Institute in New York City.

After two pleasant years spent there I rented an apartment in the city, doing designing on quite a large scale.

Frequently I took trips to Paris to secure new ideas. Enjoying life there, I broke up my home in New York and for five years my time was spent studying the Parisian fashions.

At length a desire came to me to see my native country again. In the spring of 1934 I sailed for New York. Reaching there I decided to look up relatives in Plainville.

In the Pullman on my way to Northampton, I saw seated across from me an old classmate of mine, Harriette Barlow. We chatted together over old times. She informed me that she was also traveling to Hadley for the tenth reunion of the Class of 1924. She had been unable to locate me so I had received no notice of the important event.

I was greatly surprised and more than pleased to hear that Hopkins had grown so fast and that a new fifteen room school had sprung up between the old hotel and the residence of Mr. Green, on the ground which used to be an onion field.

We were anxious to see the new school, but Harriette informed that the pleasure would come later.

We were to be all together in the old Hopkins building for our reunion.

I could hardly believe my eyes.

Upon reaching the place I found that the Hopkins famous yellow scheme was gone and that the buildings were all painted white, trimmed with green. It was a fine looking building, well kept lawns, and splendid old trees.

Much to my amazement I found sun-parlors and porches had been added and the place had the appearance of an inn of the finest type.

The building had been bought by our classmate Mae Mahoney.

At first Mae had rented the Household Art Cottage for a college tea room.

On account of her enthusiasm and hard work, business had prospered and the cottage was too small to accomodate her ever increasing number of guests.

When the New High School was built, Mae decided to buy the old building and renovate it so that it could be possible for her to cater to large parties.

Mae met us at the door and gave us a most cordial reception.

She had very kindly offered to serve the banquet on the evening of our reunion.

Later in the day she showed us over all the grounds, past the fine new tennis courts which were built on the old Bonny field.

I was interested in going through the old Household Arts Cottage, which had been turned into a cannery.

The idea did not surprise me for Mae's greatest hobby in school was putting up jellies and jams.

Her name appeared on the labels of hundreds of shining jars of canned fruit and vegetables.

Our reunion that night was a pronounced success. At the end of the banquet we gave a toast to that classmate of ours who had been the one to keep and restore the old Hopkins buildings.

Anna Bisko.

Class Athletic History.

According to old ideas of education, training of the mind was considered all important. Physical development would look out for itself.

The new idea emphasizes the need of a sound body as well as a sound mind and realizes that the mind without the body is useless.

We of Hopkins Academy are fortunate in having a large athletic field and gymnasium to execute these new methods.

There are eight boys in our class nearly all of whom have taken part as members of the soccer, baseball and basketball teams.

During our freshman year one of our members was a substitute on the basketball team and shortstop on the baseball team.

During our Sophomore year there were two members on the baseball team and one on the basketball team.

When we were Juniors three members of our class were on the basketball team which was one of the best in the valley taking into camp many strong teams. Two members played on the baseball and soccer teams that year.

During our Senior year which has been our best in Athletics, three members played on the basketball team. One of the players on this team who was a senior was considered one of the best players in the valley.

Five members played on the soccer team which was equal to any team in New England. Five of our boys received their soccer letters.

We have had a very successful baseball season. The captain, shortstop and a few substitutes are members of our class.

In summarizing our athletic history we must not forget our Senior girls. They have been leaders in girls baseball, basketball and tennis. And also have been loyal supporters of school contests.

Without doubt one of the most important lessons gained in athletics is self control, which the boys of Hopkins Academy have possessed to their credit.

Henry Bemben

Charge to the School.

Dear Schoolmates:

Before we the class of 1924, leave Hopkins, we wish to give you some suggestions which may be helpful before your school course is over.

Thinking as much as we do of this school we want you to keep up the high standard at Hopkins as far as possible for you to do. Remember that Hopkins needs loyal supporters. Always have a good word ready to speak for the school. Let it be known that every Hopkins student is a loyal supporter.

Do all you can to assist your teachers, do not think of them as always ready to drive you on but that they are willing to help and stand by you whether you fail or succeed.

Do your best each day. Study each assigned lesson as it comes instead of cramming at examination time. Those of you who can take part in Athletics should do so. If you can't play meet on the cheering line. Take your decision cheerfully whether they favor your side or not.

In any other phase of school work do your bit. Hopkins is a small school, it needs every one of you. You may not be able to sing or to play ball but it may be possible for you to take a part in Prize Speaking.

Above all maintain a high standard of scholarship. This you can do only by great perseverance and hard work.

May we all here resolve that this school shall be better for our having attended as students.. We earnestly hope that you will have gained as much from your four years here as we have.

Remember that you always have us to call upon as hearty and loyal supporters.

John H Wanczyk

Class Ode

Hopkins, dear Alma Mater
Our school days now are o'er
But in the days to come, dear Hopkins,
We'll love you more and more.

How quickly past the happy years!
The time just seemed to fly.
And now to teachers, classmates, dear
We all must say good-by.

But as we leave these halls of learning
To go where duties call
We carry with us lessons learned
Of value to us all.

We've learned that he who wins must ever
To his tasks be faithful, true.
May we prove by our endeavor
That we are loyal, school, to you.

And now as we leave you, dear Hopkins,
The days here, we'll ne'er forget,
As we press on with courage and spirit,
For 'tis ever "Sun rise" not "sun set".

Josephine Wosko.

Hopkins in 1949.

It was a bright day in June, when I started for New York with a few of my friends. The first stop we made was at New Haven, where we went into one of the largest restaurants to eat our lunch. I heard voices outside and to my surprise my old schoolmate, Theodore Maclean, stood at the door smiling to me.

"For heaven sakes, 'Red'," I asked. "what are you doing here?"

"Don't you see, I am the owner of this restaurant."

"Well, how long have you owned such a place?"

"Oh," replied Red, "I-I've been here for twenty years. How time does fly!"

Well, we jumped into our car and continued our journey. Arriving in New York who should we meet but the two "Gold Dust Twins", Sam Wentzel and Phil Reed, walking down Broadway. I happened to recognize them so I stopped and asked them what their business was. Of course, "Two supervisors at the university."

After travelling two days around New York we decided to start home.

As we came into Springfield, after a long ride, we stopped at one of the largest and richest barber shops there. As we happened to notice a hair dressing parlor we looked in and were amazed to see Horace Babb the owner of it.

Leaving Springfield we happened to stop in front of a large brick building about eighteen stories high. I quickly asked, "Where are we"? It was about seven o'clock in the evening when we saw a thin, gray-haired man coming down the road. Who was it but Bob McQuestion. First I asked him, "What is this building"? "Oh! Its Hopkins Academy," he

answered. Then I learned that Peanut Bak and Tom Hannigan were professors of Geometry and Chemistry.

We were conducted around this building of fifty rooms and offices by Louis West the janitor. And of course we couldn't omit the large cottage or the Household Arts Departments which were under care of Helen Banasieska.

Right opposite this building was another brick building. I was informed that this was the Aggie Department with Roger West as the director.

As it was getting rather late, we set out for home.

Next morning we came to visit Hadley again.

Just as we were sitting under an Elm, I happened to look around and there we saw coming down the street a thin gray-haired man. Mr. Reed of course it was. He was one of the trustees of Hopkins Academy.

As we talked things over I learned from Mr. Reed that Miss Ethel Fairman was no longer known by that name; It was Mrs. Smith who lived in Washington, D. C. and Mr. Smith, her husband was Vice-President of the United States and presiding over the Senate.

Now I learned that things had changed greatly, the pupils from North Hadley coming into school in Packard machines and airplanes.

After spending three weeks renewing friendships, I returned to my home with pleasant thoughts of my Alma Mater.

Thaddeus Suleski

Class Will

Be it known that we the Class of 1924 of Hopkins Academy in the town of Hadley, in the county of Hampshire and Commonwealth of Massachusetts, being of unrivalled and superior intelligence, publish and declare this to be our last will and testament, hereby revoking any former wills, by us heretofore made, in order that as justly as may be, we may distribute our interests in the High School among the succeeding classes.

Item I. To Mr. Reed we leave a new automobile, as we think his old one must be worn out,

it has served so faithfully in carrying the pupils around and we know a new one would look nice in his nice new garage.

Item II. To Mrs. Reed we leave a baton with which she may lead next year's chorus to success, greater than before.

Item III To Miss Allen we leave a passport to go abroad and hope she will enjoy her trip.

Item IV To Miss Corbin we leave our sincere thanks for all she has done for us during our four years here, and hope the following years will be very happy and successful ones for her.

Item V To Mr. Loring we leave the suggestion of writing a book entitled, "How I Won A Fair Lady", for we know it will help others to solve the difficult problem.

Item VI To Miss Callahan we leave a pair of glasses, so that if a certain Freshman boy wishes to borrow hers, she will have another pair to take their place.

Item VII To the class of 1925 we leave a few girls for we are sure they will need them.

Item VIII To the class of 1926 we leave the latest book on etiquette and hope they will carefully read the paragraph an "Etiquette toward a chaperone".

Item IX To the class of 1927 we leave our congratulations upon their graduating from the nursery, but hope they won't get swell headed over it.

Item X To Clarence Shockro and Maxie Szafir we leave a contract in the movies to take the places of Mutt and Jeff, for we are afraid Mutt and Jeff will soon have to retire on account of old age.

Item XI To Ruth Scott we leave permission to use the tennis court for at least four hours in succession and also a Junior or Senior boy for a partner.

Item XII To Katherine Zigmont we leave an alarm clock, and hope that next year she will get to school on time.

Item VIII To Peanuts Bak and Georgie White we leave permission to organize a baseball team, and also the right to leave school any time they wish to play on it.

Item XIV To Perlia Scott we leave a trolley car with a conductor, so that if a certain conductor, loses his position, she will have another to take his place.

Item XV To Clarence Mitchell we leave permission to walk undisturbed, on New Boston Street, provided that his partner lives in that vicinity.

Item XVI Last, but not least we respectfully bequeath to Hopkins Academy the honor of having the class of 1924 on her list of graduating classes.

In witness whereof we cause our class names to be subscribed and our seal to the affixed heretofore, by the committee duly authorized on this nineteenth day of June in the year one thousand nine hundred and twenty-four.

Class of 1924, Hopkins Academy

On this nineteenth day of June, A. D. 1924, the above described class of 1924 of the said Hopkins Academy caused its name to be subscribed and its seal to be affixed to the foregoing instrument by the committee, there to duly authorized and declared this to be their last will and testament, in our presence and in the presence of each other, we hereto subscribe our names as witnesses.

Calvin Coolidge
Henry Ford
Dean Burns

Ruth Wentzel

Presentation of Gift to School

We the class of 1924 take this opportunity to show our love and loyalty to our Alma Mater by presenting the scenery used for our operetta to Hopkins for the use of the future class plays and we hope other classes may use it and benefit by it.

Frank Keefe

Dedication of the Class Tree.

Friends and Alumni of Hopkins Academy: It has been the custom of the graduating class to choose and dedicate a class tree which can be used as a gathering place at Class Day reunions.

We meet here to-day to dedicate this poplar tree. Let this tree be emblematical of the growth and accomplishments of each member of the class.

Theodore E Maclean

After the Alumni-School ball game on class day the Senior Class and the Faculty were entertained at supper at the home of Principal and Mrs. Reed.

Alumni Reunion.

The annual Alumni Reunion was held on Thursday evening. The Class of 1924 was welcomed into the association by President John R. Callahan, Jr. and an appropriate response was made by President Robert J. McQuestion, Jr. of the Class of 1924.

Among the speakers were: Emerson S. Searle, Ernest S. Russell, Miss B. Agnes Ryan, Mrs. Anna McQuestion Johnson, Mr. Franklin E. Heald, Mr. John C. Hammond, Mr. James P. Reed, Edward Mazeski, Mr. Homer F. Cook.

It was voted to raise the sum of \$100. for the Athletic Association and a committee consisting of Ernest Russell, Emerson Searle, Edward Mazeski and John Connelly, was appointed to receive subscriptions. They are to be assisted by Ruth Wentzel, Harriet Barlow and Dorothy Hickey of the Class of 1924.

The Senior Class sang two selections from their operetta, "the Fire-Prince," and proved to the Alumni that the boys and girls of Hopkins can and do like to sing.

A nominating committee, Luther Barstow, Mrs. Marion Wood Searle, Frank Kokoski, John Devine, Edward Fydenkevez, Helen McQuestion and Edward Mazeski, — presented their report at the close of the meeting and the following officers for 1924-1925 were elected: President, Roger Johnson; Vice-Presidents Frank Kokoski, Mrs. Grace Russell Randall, Robert McQuestion, Jr.; Secretary Grace Crosier; Treasurer, George Edwards; Prudential Committee, Arthur Johnson, Mrs. Mae Devine Morse, Gertrude Phillips, B. Agnes Ryan and Ruth Smith.

Refreshments were served by members of the Junior Class.

After the meeting in the school dancing was enjoyed in the gymnasium. Gleason's Orchestra of Northampton furnishing music.

Graduation Exercises

The Class of 1924 graduated from Hopkins Academy, June 20. The exercises were held in the Town Hall which had been attractively decorated by the Juniors under the direction of Miss Calahan, their class adviser.

The music and essays were greatly appreciated by the large audience which adviser.

The program was as follows:

Senior March "America"
Girls' Glee Club—"A Garden Lullyby" Offenbaek
Essay—Appeal of Music.

Ethel Elizabeth Fairman
Essay—Education for Democracy

Dorothy Madeline Hickey
Essay—Keeping the American Flag on the Seas.
Andrew Paul Jekanowski

Chorus—" 'Tis Morn" Geibel
"Comrades of the Road" Wilson

Essay—Muscle Shoals Project
Leslie Rockwell Smith

Essay—Why Communism is opposed to Americanism
Bernice Catherine Abbott

Chorus—"Soldiers' Chorus" Gounod
Granting of Diplomas

Dr. F. H. Smith, Pres. of Board of Trustees
Announcement of James Robert Ryan Prize, School
Trophy, Athletic Scholarship Medal, Pro Merito
Society Members.

"Hail, Hopkins, Hail" Chorus and Audience
Reception to Graduates

The James Robert Ryan Prize for the boys was awarded to Andrew Jekanowski, the prize for the girls to Bernice Abbott; the School Trophy to the Class of 1924, and the Athletic Scholarship Medal to Harry Jekanowski '25.

The following Pro Merito Members were announced: Class of 1924: Bernice Abbott, Ethel Fairman, Dorothy Hickey, Josephine Wosko, Rockwell Smith; Class of 1925: Katherine Keefe, Florence Cook, Dorothy Hope, Harry Jekanowski.

The Appeal of Music

The influence of music all through the centuries has been very important. This may more readily be understood when we realize that every nation has had its own music, ex-

pressing its ideals, traditions and characteristics. We find that the music of different races and during different periods of history has varied greatly.

The music of the Chinese is weird, stacatto and without conveying either meaning or beauty to us who do not understand its theme. In the Negro music, the plantation songs of the South, one feels the impulse of strong melody and beautiful harmony.

As a contrast to this is, Indian music. Into our minds comes the picture of a fire in the open with fierce, half-clad forms dancing around it, to the accompaniment of wailing complaints beaten on crudely formed drums; or their song portraying the Indian in a different mood. Longfellow's beautiful poem, "Hiawatha," gives to us the love song of the Indians, with all the beauty of nature, which was so close to the heart of the native Indian.

And so, we might go on contrasting the Russian music with that of the Italian, and the music of the Mexican with that of the Eskimo, and we would still have the impression that music portrays the lives and loves of human natures, varying according to the habits and characteristics of the people.

The development of music has continued for centuries. History tells us that the combining of notes, and the first step in the study of harmony took place as early as the Seventh Century.

During the Eleventh, Twelfth and Thirteenth Centuries there were two forms of music before the public, the lays of the minstrels and the songs of the troubadours. The former were traveling companies who made it their means of support to travel and entertain by song, verse and jesting. They lived in their traveling wagons, which in the evening, when one side was lowered, formed a stage. This form of music was popular as long as good chivalry protected them, but during the reign of Elizabeth they became less popular and finally were no more than beggars and went out of existence.

The troubadour composed their own music. They were the first to present music in other than Latin tongue. They sang of love and gallantry; of war and chivalry. They were very popular and held in high esteem by the court of England.

After the early Renaissance music underwent a vital and rapid change. During the next five centuries the present form of an eight note scale came into use and it was from this period that we have record of the greatest composers and musicians the world has ever known.

In the Sixteenth and Seventeenth Centuries we have Palestrina and his contemporaries enriching the art by their compositions, simplifying the harmonies and giving more natural melodies.

In the Seventeenth and Eighteenth Centuries we have Handel, Bach, Haydn, Mozart; and in the Eighteenth and Nineteenth Centuries, perfection of the art was almost attained in Beethoven, Mendelssohn, Chopin and in Schuman. The lives of these men were spent in continuous, untiring toil, and the benefit of their effort is found in the world's best music which has lived through these centuries in the churches, in the homes and in the hearts of music lovers.

We of the Twentieth Century have much to appreciate. We now have the works of many gifted composers and many excellent musicians in our own United States.

The Victrola has brought fine music into many American homes during recent years. Now we have the radio, with its net work of invisible fingers penetrating every corner of the earth, bringing to many people that which before has been only a privilege of the few.

Americans are accused of allowing their enthusiasm for the modern "jazz" to dim their appreciation of better music. However we can realize that Americans do appreciate good music and musical artists by the fact that the concerts of talented singers, pianists, violinists and orchestras are well attended.

Therefore the rightful place of music is in

the heart and home of every American. We hear the country lad whistling his careful tune and the maid softly humming in pensive mood. We hear the choirs chant and young voices in unison at the commencement season. We hear the orchestra with its beautiful tones and its rich harmony. We have heard the heavy beat and marshal notes of war music.

It is well to give music a place of credit in educational achievement. Some may develop their own musical ability as a source of income music with its warmth and cheer and comradeship.

As Van Dyke says, "The Master has finished his work and the glory of music is—where?"

The glory of music endures in the depths of the human soul.

Ethel E. Fairman.

Education for Democracy

History has shown that intelligent citizenship is necessary for a successful democracy. Among the chief causes of the Civil Wars that finally led to the fall of the Roman Republic was the lack of a body of citizens trained in self-government and capable of carrying on that form of government; the people were a prey to unscrupulous, selfish leaders.

Modern Russia shows the failure of a nation to educate its people for Citizenship. In that Country only 39 per cent. of the people could read and write, leaving a vast proportion of people illiterate. These were the conditions when the Revolution of 1917 overthrew the established monarchy and attempted to start a democratic form of government. We know the result—anarchy and disorder.

To establish a permanent democratic government it is necessary to educate the people, to eradicate class distinctions. This was one of the great mistakes that Russia made. She had utterly failed to educate the great masses of her people. Knowledge was confined to the wealthy and the great, while the humble and oppressed were excluded. There was no such force as democracy in her system of education.

The problem which must be next in any self-governing nation is the training of its citizens. They must be trained to be a thinking body. We know there is no short cut to trained intellectual power. They must be taught a respect for both mental and manual work. They must be imbued with the ideal of service, of doing their part in the work of the world.

Until recent years educators have not emphasized the value of manual labor. In the last century education clings to the undemocratic ideals of a few who believe manual training should be restricted to a certain class. The result was that schools had little relation to real life. Within recent years people have grudgingly admitted that schools have some relation to occupations. Manual training and vocational courses have been established. But the truth is, parents have not wanted such schools. Many still desire to have their children study a classical course, in the direction which to them means learning. Schools for manual training, they believe, are all right for negroes or Indians, or possibly their neighbors' children—but their own children—they think they are destined for higher things.

Individual aptitudes and aims must determine the training of individuals in a democracy if each is to contribute his full share in it.

We all know the untold benefit education is to a person no matter what occupation he may choose, whether he holds the highest office in Washington or is a worker in everyday life. In social life an educated person feels at ease; while travelling a person enjoys visiting places much more, after he has studied about them.

The war has shown the great need of trained men in all lines of work. Think of the leaders of the world war! Could these men have trained and equipped the armies as they did, planned the campaigns to conquer the enemy forces if they were without a knowledge of psychology and military tactics? But equally necessary for victory were the trained workers who built our ships and carried on our industries.

Theodore Roosevelt once said that: "Although we talk a good deal of what the wide spread education of this Country means, I question if many of us deeply consider its meaning. From the lowest grade of the public schools to the highest form of the University training, education is at the disposal of every one who strives to work and obtain it. Each one of us who has an education, school or college, has obtained something from the community at large. Shiftlessness, slackness, indifference in studying are almost certain to mean inability to get on in other walks of life."

The aim of everyone is to be a success in life. But ideas of success vary. Some measure success in terms of wealth, others in terms of achievement.

Although we may advance and take pride in the achievements of individual leaders, such men as Vanderbilt, Rockefeller, Ford, Schwab and others we often forget others who contributed to the intellectual and economic development of the country; men of art and science. Many of these men made many sacrifices, deprived themselves of many things in order that they might give their contribution to the world. Their aim in life was to achieve something, not accumulate wealth.

The question arises, does education pay? Are we justified in spending one third of our taxes for education?

We can answer these questions in the affirmative, for public education means that the door of opportunity is opened to the rang and file of American Citiezens. It means the training of thinking Citizens, trained works and trained minds, capable of contributing their share in the progress of this great American democracy.

Dorothy Hickey.

Keeping the American Flag on the Seas.

It has been said that, with the exception of the soil, ships are the noblest property any country can possess. History has proved the value of a merchant marine as a means of na-

tional defense and as an important factor in creating national wealth.

The nation that depends on the ships of other countries for its carrying trade loses its prestige on the sea.

The United States leads the World in exports. Should we send the products of American industry over the seas in American ships or depend on the merchant fleets of other nations? As every great department store has its own delivery system, so should a prosperous nation with a great export trade have its own merchant marine.

If we go back to the beginning of our nation we find that ship building and shipping were among the important industries of the colonists.

In the years immediately following the Revolution the attention of the Country was focused on internal affairs so that as a result, most of the exports were carried in British ships.

However, with the adoption of the Constitution the new government encouraged the development of an American Merchant Marine.

During the Napoleonic Wars in Europe, every imaginable device was employed to keep our people out of the ocean carrying trade. We were denied access to British ports and to those on the continent. In spite of the Milan and Berlin decrees of Napoleon and the British Orders in Council which temporarily checked American Commerce, our ships remained on the seas.

From 1815 to 1855 were the prosperous years for the American Merchant Marine and by 1850 our ships rivalled the British Cunarders in the trans-Atlantic trade. During this period our government recognized the advisability of giving subsidies to shipping interests in order that our flag might have an honored place on the sea. It was also shown, during this period that Americans were as skillful in seamanship and marine engineering as their rivals of the British Navy.

The decline of our Merchant Marine after 1860 can be attributed to two causes, the with-

drawal of government subsidies and the work of Confederate commerce destroyers, which forced American Ship owners to transfer their ships to the protection of the British flag. As a result, the American flag, as an emblem of the Merchant Marine almost disappeared from the seas after the Civil War. Our once prosperous ship yards were kept in operation only by the construction of ships for the navy.

When the great war broke out in 1914 the United States was somewhat in the position of Robinson Crusoe. We had food and products of every sort which we desired to sell, but we had practically no ships in which to carry these products to the foreign markets.

This situation attracted the attention of Congress before our entrance into the war. As a national defense measure the Shipping Board was created to encourage and develop a naval auxiliary, a naval reserve and a merchant marine to meet the requirements of the commerce of the United States.

We know the marvelous work of the board after the United States entered the war, in providing ships for the transportation of troops and for carrying food and supplies to our soldiers and allies.

Since the close of the war the Shipping Board has endeavored to keep United States boats in operation in the passenger carrying fleets of the Atlantic and Pacific. In doing this they have met many obstacles and it is urged that government subsidies are absolutely necessary to enable our ships to compete with the well established Merchant Navies of the World.

It is to be hoped that the American people will recognize the necessity of maintaining our present fleet of merchant ships so that our flag will have an honored place on the sea, worthy of this great nation.

Andrew Jekanowski

The Muscle Shoals Project.

The Muscle Shoals Project is of nation wide importance. It is vital because it concerns the

power and light of the future. Electricity, which is the coming power, can be generated there at a minimum cost by the utilization of water power. The project is also of importance in the industrial and agricultural development of the country through the manufacture of nitrates.

On the Tennessee River at Muscle Shoals the Government is completing a hydro-electric power plant. It develops at present ninety thousand horsepower and when it is completed it will generate eight hundred and fifty thousand.

This power is almost as much as the amount of electrical energy generated by the American side of Niagara Falls; it is equivalent to one-half of the power used in the Middle Atlantic States, and is the same amount used in the Pacific District. If the power which will be produced at Muscle Shoals was used commercially, it would take the place of three and a half million tons of coal in a year.

Under present conditions power can be transmitted three hundred miles without much loss. So it can be realized that this power plant will effect an area six hundred miles in diameter, which would include a large part of the Middle Southern States. These states would be Alabama, Arkansas, Georgia, Illinois, Kentucky and Tennessee.

According to Government reports there remains in the territory around Muscle Shoals two million five hundred thousand available horsepower. Muscle Shoals will produce thirty four per cent of this power, thus it can be realized what a factor it is in the future of the South.

Several different units owned by the government constitute Muscle Shoals. The first is Nitrate Plant No. 1 located there. It is near this factory that the proposed Wilson dam will be built. The second is Nitrate Plant No. 2, which is located ninety miles from Muscle Shoals on the Black Warrior River. Beside these plants there are the Sheffield Steam power house and the Waco Quarry where the cal-

cium cyanamide is found for the process of making nitrates.

Plant No. 1 has just been completed and was intended for the use of the Haber or synthetic ammonia process. This is the process used for obtaining fixed nitrogen from the air. This plant failed because of the inadequate machinery that was installed.

The United States Department of Agriculture has discovered a new type of catalyst which undoubtedly will lead to the improvement of the Haber process and bring the price down to compete with Chilean nitrates. Estimates that the cost of remodeling Plant No. 1 and installing machinery will be around two million dollars.

Nitrate Plant No. 2 uses the cyanide process requiring one hundred and fifty thousand horsepower to produce forty thousand tons of fixed nitrate in a year. This nitrogen is in the form of ammonium sulphate and is too expensive to be used practically for fertilizer. One-third of the output of this plant is exported to Japan, the rest is used commercially in this country. The capacity of Plant No. 2 is four times that of Plant No. 1 and if necessary it will produce one hundred thousand tons of ammonium in a year.

The War Department started the building of the Muscle Shoals power plants primarily for the manufacture of nitrates for munitions. In building this power plant the government has expended over eighty million dollars and will have spent one hundred seventy eight millions when the Wilson dam is completed. Beside this initial cost the government spends seventy-five thousand dollars a year maintaining inspection and operating the two locks. When the Wilson dam is completed the upkeep of the whole project will amount to one hundred thousand dollars a year. To this amount must be added two-hundred and fifty thousand a year for the replacement of worn out machinery.

Last month the Committee on Agriculture in the United States Senate favored Govern-

ment control at Muscle Shoals and voted down the Ford offer as it appears in the McKenzie bill. The bill was referred to the next session of Congress. When that bill comes up next December it will be decided whether the United States or a private monopoly is going to control such a vital source of power.

The conservation of national resources was initiated by Roosevelt fifteen years ago. Taft and Wilson encouraged it and this policy was continued in the Harding administration when the conservation of power sites and waterways was added to the conservation of forests Act. This legislation was enacted for the purpose of preventing private interests from controlling the important hydro-electric plants and their future sites. The act keeps the ownership of the power plants in the control of the government. The Ford offer violates this policy of national conservation of resources; moreover it is necessary for the agricultural interests of the country to have the manufacture of nitrates under government control.

Some of the chief objections to Mr. Ford's offer are found in the Federal Water Power Act. The Act provides that a franchise shall not be granted for more than fifty years, and at the end of that time the licensee shall not be given any preference for the renewal of the franchise. Mr. Ford's offer provides for a hundred year lease and a preference for renewal when the lease expires. Moreover a licensee is to maintain the upkeep and repairs and operate the locks for the interests of navigation. The Ford offer provides seventy-eight thousand dollars a year for the maintainance and that the government will direct repairing and assume entire responsibility. War Department engineers estimate that the maintainance per annum will amount to over three hundred and twenty-five thousand dollars.

One of the most objectionable clauses in Mr. Ford's offer is the agreement to make fertilizer according to the market demands. As I have mentioned that the price of fixed nitrogen in the form of ammonium sulphate is prohibitive for use as a fertilizer, therefore the

market will not absorb it and according to the offer it will not be incumbent for Mr. Ford to continue the manufacture of fertilizer. So the visions of cheap nitrates as a result of the rental of the project to Mr. Ford vanished into the air.

According to his offer Mr. Ford agrees to make fertilizer at Plant No. 2, or its equivalent. He admits that he wishes to use Plant No. 1 for the manufacture of automobile parts and this clause permits him to do the same with Plant No. 2. Government officials feel that after so much valuable nitrate machinery has been installed in the plants it should not be junked, because of the need of it in case of war.

Another objection is that Mr. Ford makes no agreement for the disposal of the surplus power. It requires one hundred and fifty thousand horsepower to produce forty thousand tons in a year. When the dams are completed they will generate eight hundred and fifty thousand horsepower leaving over seven hundred thousand for electrical purposes at Mr. Ford's disposal. The Federal Water Power Act provide that the Federal Water Power Commission shall regulate and control this power.

For the benefit of the agricultural interests of the country and the industrial development of the South, it is necessary that the Muscle Shoals Project be kept under government control. The Ford offer is undesirable for several reasons! It violates the Water Power Act; it does not give adequate guarantee that the plants will manufacture fertilizer and it tends toward the monopoly of a great national resource which can and should be used for the best interests of American industry.

Rockwell Smith.

Why Communism is a Menace to Americanism.

Communism is a menace to Americanism because it is directly in opposition to the ideals for which America stands. America means freedom, justice, and opportunity. Opportu-

nity opens its doors to anyone and he may progress as fast as initiative and hard work advance him. He may choose his religion, education, career, home and recreations. He is independent and self-reliant. The average American is always looking ahead, thinking, planning, dreaming of the future, how to improve his position, how to make the coming years more successful; he has hope of progressing. No matter what his standing in life he must be democratic to get along with people. America aims to promote the freedom of the individual and consideration for the general welfare.

Communism, on the other hand, may be defined as a doctrine which contends that society should be reorganized so that there would be a community of prosperity, industry and source of livelihood. The objective of the Communist party is proletarian revolution and abolition of capital; the overthrow of our government and the setting up of the Communist Commonwealth, seeking the management of production and not the government for the welfare of the people.

Moreover Communism is a menace to the freedom of the individual, does not promote the general welfare and is continually stirring up strife.

As everyone is supposed to do an equal amount of work it is very easy to shift blame and responsibility to others. Man has been given intellect and responsibility so that he may play his part in the world so that he may work out his own destiny. With the Communist system a person is not free to carry out his own ideas. He cannot progress. If the majority rules then he must do what his next door neighbor is doing. Moreover Communism keeps people on a certain level. There is no chance for competition; and it is competition that makes for progress. The idea of making something a little better than the other man, of doing things a little easier. It is this spirit that has developed America, has formed American

standards. Take this away and progress is hindered.

Communism does not provide for the general welfare of the people. As I mentioned before people are supposed to do an equal amount of work, but you seldom see any group of people among whom there are not some who are shiftless or plain lazy. For such people, Communism would be much to their liking, as they would have to make no great effort to secure a living. An example of the practice of Communism is in the early colony of Jamestown, Va. The greatest reason for its failure was this system. Too many did not want to work. It took Cap. John Smith to say to them; "Those who don't work cannot eat!" A very effective way, really!

Communism then is a menace to Americanism because it takes away individual freedom, does not recognize individual ability, does not provide for the general welfare but discourages effort and hinders progress by closing the door of opportunity.

This system stirs up unrest. There are some people who thru effort and ability acquire property easily; what restraint and unrest Communism would cause them if they had to be held back and forced to give the rewards of their efforts to the Communist Commonwealth for equal distribution? There is bound to be unrest in the world but certainly Americanism, standing for opportunity and freedom is more advantageous to the individual, to democratic government and the common welfare, than Communism, standing for restraint of progress and equalization of property.

In the upheaval of the World War forces have been let loose that demand a change in American Society. Many came from Europe who have suffered oppression there. They come, hating the Capitalists and seeing only those, and the people who, in contrast, are very poor. They demand equalization of property for everyone. It is true there is now a wide breach between Capital and Labor. But these leaders with revolutionary ideas who

want to entirely reorganize American Society do not seem to realize that progress has been made in America thru education and public opinion and that when people demand a change it will not come by upsetting Society completely. These communists, socialists, revolutionists and such have no substitute to offer that ever pretends to be for the common good of all people. They are simply filled with a hatred for the capitalistic class and will accept any means of opposing them.

There will probably be economic changes in America in the future, there is room for them, but they will come gradually, according to established government and as the people wish for is not our government a government of the people, by the people and for the people. Surely Americanism tho menaced by Communism, cannot be overthrown by it or any other force contrary to our national ideals.

Bernice C. Abbott

ALUMNI NEWS

1922

Julia Keefe was graduated from Fitchburg Normal School in June, Mary Niel from the North Adams Normal and Ethel White from Westfield Normal School.

1921

Helen Bistrek has completed the three-year home economics course at Framingham Normal School.

1919

Esther Lester was married on June 10th to John Smith of Amherst.

Edward Mazeski was in the graduating class at Springfield College and planned a trip to Europe for the Summer.

1918

William Dwyer was in the graduating class at Amherst.

1917

Dean Eldridge is enjoying a European trip after completing his course at the Harvard School of Business Administration.

1915

The engagement has been announced of

Grace M. Burke to Louis S. Kelley of Stratford, Connecticut.

Margaret Heiden, who has been teaching in Plainfield, is to teach in the Hartsbrook School next year.

1916

The Class of 1916 had a reunion at "Ye Brick Oven" on Saturday evening, June 21st. Although the class of ten members was one of the smallest graduated in recent years it has been a very live class and during the past eight years has had four reunions. The seven members present on June 21st were Frank Reynolds, Grace Russell Randall, Marion Lawrence, Margaret Johnson Rutter, Dorothy Hoffman Norton, Evelyn Lester McKelligott, and Ellen Callahan. Myron Gale and Chester Smith were unable to be present. Delphina Barlow Brotherton died in 1918.

It was voted to plan for a tenth reunion in 1926 and invite the teachers of 1916 to be present.

The class of 1916 claims distinction for its nine class babies. They are Maurice, Robert and Margaret McKelligott; Winthrop and Russell Randall; Nancy and William Rutter; Jerome Norton.

ATHLETICS

**Monson Academy, Pennant Winners in the
Twin County League, Stop Hopkins'
Speedy Outfit in a Ten Inning
Game, 3 to 1.**

Monson Academy, leaders in the Twin County League, expected a hard game with Hopkins, June 13, for Hopkins had been going at a fast clip with successive victories over Smith Academy, Smith School, Amherst High School and South Hadley Falls High School.

For nine innings neither side could push a run across the plate. In the 10th the visitors scored three, while the best the Hadley nine could do was to get one. It was a pitchers' battle from the start, with honors about even up to the 10th. Both twirlers were backed up by excellent support and were pulled out of

some tight places by snappy fielding.

The home nine was in scoring positions in the first, when J. Wanczyk singled with one down and stole second and third. Rojko opened the second with a drive for two bases. A bit of faulty base running lost a score for Hopkins, when with one down Rojko attempted to score on E. Wanczyk's sharp rap to Monson's clever short stop, Gustafson. Eddie Wanczyk singled in the eighth, stole second but West and Shockro could not bring him in. The last of the ninth looked good for Hopkins with the top of the batting order up. Some sharp fielding by Dunn, Gustafson and McMahon retired the side.

The visitors were dangerous in the third, when a base on balls and a two-bagger by Braskie put men on second and third with one down. Capt. Jekanowski's quick throw to E. Wanczyk caught the runner on third and a moment later, H. Jekanowski raced in and took a short fly from McConchie's bat. In the fifth the real fielding feature took place. With one down Monson filled the bases on balls and a single. McConchie hit a short fly. All three runners started for the next stations, so sure were they that the hit was safe. But Murphy raced in, making a dandy catch and easily doubled a runner at second by tossing to J. Wanczyk. Monson hit safely but twice during the sixth, seventh, eighth and ninth innings. In the ninth Rojko struck out three batters in a row. In the 10th Pero drew his third base on balls. Rojko gave Gustafson one that was too good, and this clever player laced it over H. Jekanowski's head for two bases. On Braskie's rap to E. Wanczyk, Pero was caught at the plate. It looked as though Rojko was again going to pull himself out of a hole, but McConchie broke the ice by rapping a liner jut out of J. Wanczyk's reach, scoring two runs and going way to the third on the throw to the plate to catch Gustafson. McMahon hit a hot one to West, who seeing that there was no chance to get the runner, going home threw to first. In Hopkins' half, Rojko hit his second two base drive with one down.

Murphy's line drive to right scored him. E. Wanczyk made a strong bid for a hit, but McConchie made a fine one-hand catch of his drive that was headed for right field. West hit a hard one at McMahon, who fielded the ball cleanly, and one of the best ball games ever played in the town was over. The box score:

| MONSON | | | | | HOPKINS | | | | | | |
|---|----|---|----|----|----------------|----|---|----|----|---|-----|
| | ab | h | o | a | | ab | h | o | a | | |
| Gustafson, s | 5 | 2 | 1 | 5 | H. Jek'ski, lf | 4 | 0 | 1 | 0 | | |
| Braskie, 3 | 4 | 1 | 1 | 2 | J. Wanczyk, s | 4 | 1 | 4 | 0 | | |
| McConchie, 1 | 5 | 2 | 11 | 0 | A. Jek'ski, c | 4 | 0 | 12 | 2 | | |
| McMahon, 1 | 5 | 1 | 0 | 4 | J. Jek'ski, 1 | 4 | 0 | 6 | 0 | | |
| Dunn, rf | 5 | 1 | 2 | 0 | Rojko, p | 4 | 2 | 0 | 3 | | |
| Welch, cf | 4 | 0 | 2 | 0 | Murphy, cf | 4 | 1 | 2 | 1 | | |
| Hansen, lf | 3 | 0 | 0 | 0 | E. Wanczyk, 3 | 4 | 1 | 2 | 2 | | |
| Guagh'do, 2 | 4 | 0 | 0 | 0 | West, 2 | 4 | 0 | 3 | 3 | | |
| Pero, c | 1 | 0 | 13 | 1 | Debraynio, rf | 2 | 0 | 0 | 0 | | |
| | | | | | Shockro, rf | 1 | 0 | 0 | 0 | | |
| <hr/> | | | | | <hr/> | | | | | | |
| | 36 | 7 | 30 | 12 | | 35 | 5 | 30 | 11 | | |
| Innings, | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Monson, | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3—3 |
| Hopkins, | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | —1 |
| Runs, Gustafson, Braskie, McConchie, Rojko; errors, West; two-base hits, Braskie, Gustafson, Rojko 2; stolen bases, Dunn, J. Wanczyk 2, E. Wanczyk; left on bases, Monson 9, Hopkins 4; base on balls, off Rojko 5; struck out, by McMahon 11, by Rojko 10; passed ball, A. Jekanowski; double play, Murphy to J. Wanczyk. Umpire, Murphy. Time 2.20. | | | | | | | | | | | |

Runs, Gustafson, Braskie, McConchie, Rojko; errors, West; two-base hits, Braskie, Gustafson, Rojko 2; stolen bases, Dunn, J. Wanczyk 2, E. Wanczyk; left on bases, Monson 9, Hopkins 4; base on balls, off Rojko 5; struck out, by McMahon 11, by Rojko 10; passed ball, A. Jekanowski; double play, Murphy to J. Wanczyk. Umpire, Murphy. Time 2:20.

Hopkins Wins Class Day Game from Alumni 6 to 4

Hopkins closed a very successful baseball season class day by taking a fine game from the strong alumni team on the Hopkins field, by a score of 6 to 4. Hopkins had its strongest lineup on the field, something they have had but twice this year. This lineup would take the measure of most high school teams in the valley. When the Wanczyk brothers are in the infield the team looks like a real baseball nine. This nine is a well balanced one, with a fast infield, a crack battery, a speedy outfield and a bunch of players who proved that they can hit. The alumni presented a lineup composed of college, twilight league, and big league stars. They played fine ball and went right after Rojko's curves at the start. With the exception of one inning, however, Rojko was master of the situation and backed by al-

most errorless support kept the heavy hitting alumni in check. He was helped greatly by that sterling catcher, Captain Jekanowski. The Hopkins infield got everything that came its way and was snappy and alert. Harry Jekanowski, the best outfielder Hopkins has seen here or away this year, was all over the field, showing good judgment in the way in which he played the different batters. He came in and took what appeared to be Texas leaguers and went back and grabbed out of the sky hits that looked labeled for extra bases. His catch of Mazeski's long drive in the ninth was a gem. His total of six put outs is surely a fine afternoon's work.

Johnny Wanczyk, the best all around high school athlete in the valley, closed his brilliant career at Hopkins by playing one of his best games. His work at short was great, and he led both teams with the stick with two two-base drives and a fine single. Captain Jekanowski, the star catcher, and Hopkins' best hitter, also closed his exceptional career as an athlete for Hopkins. His backstop work was, as always, steady and sure. The alumni soon learned that his fine throwing arm could not be fooled with. His line hit to left in the second drove in Hopkins' second run. These two athletes will be greatly missed next year. They are the kind of boys who delight the heart of a coach; steady, reliable, always working for the interests of the team; always in fine physical condition and ever modest and ready to listen to any advice from the coach.

Mahoney and Mazeski made a smooth working battery for the alumni, a battery that would fit in nicely on any twilight league team. The school boys had their batting togs on and could not be denied, they went up to the bat to hit and star pitchers and catchers did not faze them a particle. Smith played a fine game at third for the alumni, and Kokoski's throwing to third was a feature, picking off three runners who attempted to go from first to third on over-throws of second or singles to center. The alumni had a big time in the second. Kokoski was hit by a

pitched ball. Connelly connected for two bases. Two fielder's choices and hits by Callahan and Arthur Pelissier, scored three runs. In the ninth, hits by Mahoney and Burke accounted for their fourth run. Mazeski and Mahoney led the alumni with the stick. The game followed the Class Day exercises, and was well attended by old grads as well as students. The score:

| HOPKINS | | | | | ALUMNI | | | | | | |
|---------------|----|---|---|----|-----------------|----|---|---|----|---|-----|
| | ab | r | h | o | | ab | r | h | o | | |
| H. Jek'ski, 1 | 4 | 1 | 1 | 6 | Smith, 3 | 4 | 0 | 1 | 3 | | |
| J. Wanczyk, s | 4 | 2 | 3 | 3 | Mileski, 1 | 2 | 0 | 0 | 1 | | |
| A. Jek'ski, c | 4 | 0 | 1 | 0 | White, 2 | 3 | 0 | 0 | 1 | | |
| J. Jek'ski, 1 | 2 | 0 | 0 | 5 | F. Kokoski, m | 3 | 1 | 0 | 1 | | |
| Rojko, p | 4 | 0 | 1 | 1 | Connelly, s, l | 4 | 0 | 1 | 0 | | |
| Murphy, rf | 2 | 2 | 0 | 0 | Mazeski, c | 4 | 1 | 2 | 14 | | |
| Tudryn, r | 4 | 1 | 2 | 0 | Maloney, p | 4 | 2 | 2 | 0 | | |
| E. Wanczyk, 3 | 3 | 0 | 1 | 3 | Callahan, 1 | 2 | 0 | 1 | 4 | | |
| West, 2 | 4 | 0 | 0 | 0 | A. Pelissier, r | 2 | 0 | 1 | 0 | | |
| | | | | | O'Hara, s | 2 | 0 | 0 | 0 | | |
| | | | | | Burke, | 2 | 0 | 1 | 3 | | |
| | | | | | E. Pelissier, r | 2 | 0 | 0 | 0 | | |
| | 32 | 6 | 9 | 27 | | 34 | 4 | 9 | 27 | | |
| Innings, | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Hopkins, | | | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | —6 |
| Alumni, | | | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1—4 |

Stolen bases, H. Jekanowski 2, J. Wanczyk 3, Murphy 2, White, Mazeski; two-base hits, J. Wanczyk 2, Connelly, Mahoney; double play, Kokoski to White; struck out, by Rojko 6, by Mahoney 3; hit by pitched ball, by Rojko (Kokoski); by Mahoney (Murphy). Umpire, Murphy. Time of game, 1.55.

Batting Averages—Season 1924

| Player | G. | A. | B. | R. | H. | T. | B. | P. | C. |
|--------------------|----|----|----|----|----|----|----|------|----|
| Andrew Jekanowski, | 14 | 58 | 13 | 21 | 23 | | | .362 | |
| Tudryn, | 7 | 24 | 8 | 9 | 11 | | | .375 | |
| Jacob Jekanowski, | 12 | 42 | 5 | 15 | 17 | | | .357 | |
| John Wanczyk, | 10 | 37 | 10 | 13 | 22 | | | .352 | |
| Rojko, | 12 | 51 | 10 | 16 | 24 | | | .314 | |
| Harry Jekanowski, | 14 | 58 | 16 | 14 | 19 | | | .263 | |
| Murphy | 14 | 42 | 11 | 8 | 8 | | | .190 | |
| Edward Wanczyk, | 10 | 36 | 3 | 6 | 6 | | | .167 | |
| West | 14 | 47 | 4 | 6 | 8 | | | .128 | |
| Debraynio, | 12 | 31 | 4 | 2 | 2 | | | .065 | |
| Clarence Shockro, | 7 | 12 | 2 | 1 | 1 | | | .083 | |
| William Coffey, | 3 | 7 | 2 | 2 | 2 | | | .286 | |
| Henry Bemben, | 4 | 8 | 1 | 2 | 2 | | | .250 | |
| John Martula, | 1 | 4 | 0 | 1 | 1 | | | .250 | |
| Wzorek, | 2 | 2 | 0 | 0 | 0 | | | .000 | |
| Keefe, | 4 | 4 | 1 | 0 | 0 | | | .000 | |
| James Coffey, | 1 | 0 | 1 | 0 | 0 | | | .000 | |
| Nycz, | 1 | 0 | 1 | 0 | 0 | | | .000 | |

Sanderson Academy Takes a Close Game from Hopkins.

Sanderson Academy of Ashfield closed a very successful season June 16 at Ashfield by

THE HOPKINS ARMS

taking a well played game from Hopkins by a score of 5 to 4. Ten victories and four defeats is Sanderson's record for the season. Ashfield has a well balanced team and with Scott going as he was, would give a good account of itself against any high school team. Hopkins played good ball, too. Sanderson's big inning was the third, when they fell on Rojko's curves as no other team has this year. With one down, W. C. Scott singled. Willis shot a single to left. Both scored when Ranney hit one on the nose for three bases. W. R. Scott's two base rap scored Ranney. Thayer scratched a hit, but the next two batters were out. In the fourth, Capt. Jekanowski connected for his second hit. Rojko, who had smashed out a two bagger his first trip to the plate, proceeded to knock the ball out of the lot for a home run. His hit was a terrific clout. It must have been fifty feet in the air as it passed over the right fielder. Rojko proceeded to prove, too, that he still could fool the opposing batters by striking out three hitters in Sanderson's half of the fourth. Willis made his third hit of the game in the fifth when he led off with a fine drive for three bases. Ranney was hit by a pitched ball. W. R. Scott was out but an infield error on the next batter hit in two runs.

Hopkins came to bat in the ninth three runs behind. With two down Murphy singled and scored on Capt. Jekanowski's line hit for two bases. Jake Jekanowski scored his big brother with a safe rap into left. With Rojko up things looked bright for Hopkins. W. Phillips got in front of his drive and the game was over. The Hadley nine was in a position to score several times when clever pitching by Scott or fast fielding behind him prevented scores. Twice with the bases loaded and two down, Scott struck out a Hadley player. Ranney's work at shortstop was the best seen this year.

He robbed Capt. Jekanowski of a hit in the eighth when he raced almost back to third to get "Andy's" fast grounder and by a quick throw got the ball to first ahead of the runner.

In the third he went out into left and pulled down H. Jekanowski's short fly that looked like a Texas leaguer. His best play was made in the ninth. H. Jekanowski hit a hot one through the box. Ranney on the dead run made a pretty one hand stop of the ball over second and got the speeding Harry at first by a yard. The score:

| SANDERSON | | | | | HOPKINS | | | | |
|----------------|----|---|---|----|---------------|----|---|---|----|
| | ab | r | h | o | | ab | r | h | o |
| H. Phillips, c | 5 | 0 | 1 | 13 | H. Jek'ski, 1 | 5 | 0 | 0 | 3 |
| W. C. Scott, 1 | 4 | 1 | 2 | 1 | Murphy, m | 4 | 1 | 1 | 0 |
| Willis, 3 | 4 | 2 | 3 | 3 | A. Jek'ski, c | 5 | 2 | 3 | 13 |
| Ranney, s | 2 | 2 | 1 | 1 | J. Jek'ski, 3 | 5 | 0 | 2 | 0 |
| W. R. Scott, 1 | 4 | 0 | 1 | 7 | Rojko, p | 5 | 1 | 2 | 0 |
| Thayer, m | 4 | 0 | 1 | 0 | Tudryn, 2 | 3 | 1 | 0 | 0 |
| W. Phillips, 2 | 3 | 0 | 0 | 2 | West, s | 4 | 0 | 1 | 1 |
| Lesure, r | 4 | 0 | 0 | 0 | Debraynio, 1 | 3 | 0 | 0 | 7 |
| H. Scott, p | 4 | 0 | 0 | 0 | Shockro, r | 2 | 0 | 0 | 0 |
| | | | | | Bemben, r | 1 | 0 | 0 | 0 |
| | 34 | 5 | 9 | 27 | | 36 | 4 | 9 | 24 |

| Innings, | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--------------------|---|---|---|---|---|---|---|---|-----|
| Sanderson Academy, | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | —5 |
| Hopkins Academy, | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2—4 |

Stolen bases, A. Jekanowski, Tudryn, Rojko, Willis; two-base hits, Rojko, A. Jekanowski, W. R. Scott; three-base hits, Killis, Ranney; home run, Rojko; struck out, by Scott 12, by Rojko 15; base on balls, off Scott 5, off Rojko 1; hit by pitched ball, by Rojko, Ranney 2; Umpire, Shaw; time of game, 2.05.

Just Catching Up

"I am sorry to tell you, Mr. Johnson," said the school teacher, "that your little boy, Bearcat, appears to be utterly incorrigible."

"Pears to be utterly—p'tu—which?" obfuscatedly returned Gap Johnson, of Rumpus Ridge, Ark.

"Incorrigible, beyond reform. He quarrels and fights all the time. I can not imagine what is the matter with him!"

"Aw, I reckon it's this-a-way, mom: The little cuss was punying around for a couple of weeks and had to stay out of school, and prob'ly now he finds himself 'way behind with his fighting. That's all."—Judge.

Answering from Observation

Teacher—"How is the earth divided?"

Johnny: "One-fourth land and three-fourths water, except the Ohio River, which is half and half."—New York Sun.

Sound vs. Sound

A hard headed member of a school board was induced by the principal of the local high school to attend a lecture delivered by a famous artist. The school board member was afterwards introduced to the artist.

"And what did you think of my lecture?" asked the artist.

"Sound—Sound," said the critic.

"Ah, and what else?" asked the flattered lecturer.

"Nothing but sound," said the school board member.

Easy for Her

Teacher: Please name the presidents up to date.

Pupil: I can't remember them all.

Teacher: But I could when I was 16 years old.

Pupil: Yes, but there were less then.

Cause for Admiration.

"How did you get on with spelling?" Harry's mother asked him, after his first day at school. "You look so pleased that I'm sure you did well."

"No, I couldn't spell much of anything," admitted Harry, "and I couldn't remember the arithmetic very well, nor the geography."

The mother showed her disappointment, but Harry had consolation in reserve.

"But that's no matter, mother," he said; "the boys admire me; they say I've got the biggest feet in the class."—Chicago News.

Good Advice

A lecturer in one of the evening schools in a western city, held forth prosily on his abstract subject for an hour, amid the yawns of a tired, uninterested audience. Finally, in one of his oratorical pauses, he said: "And now I stop my main argument to ask myself a question."

"Don't do it," piped a voice from the rear, "you won't get a sensible answer anyhow."

Articles of Agreement

"Made between Jonah Williams, teacher of the one part and we the subscribers of the other part, and we the witnesseth that the said teacher doth agree to teach reading, writing and arithmetic to the best of his skill and judgment for the term of three months or 65 days on the middle fork of Huse river. The said teacher doth bind himself to keep regular hours and show no partiality. And we the subscribers doth bind ourselves to pay unto the said teacher the sum of one dollar and 75 cents per scholar and boarding in amongst the subscribers according to the number that we subscribe. Any kind of trade will be taken. Corn at 37½ cents per bushel, wheat 75, oats 18¾, flaxseed, Janes, 75 cents per yard, linsey 37½, linen according to qualities. The grain is to be delivered at Zinn's horse mill. School to commence about the 1st or tenth of November.

Subscribers' Names:

Joseph Gray—6.

Archibald Lowther—2.

Elijah Summers—4.

Sudnee Willard—2.

L'Etat c'Est Moi

Political Science Student: Do you suppose, Professor, that even Tammany thinks it's working for the good of the country?

Himself: Probably, only it thinks this is the land of the free and the home of the Braves.

Economic Information

A teacher in one of the lower grammar-school grades was telling her class the story of how our money is made. Holding up a two dollar bill, she dwelt at length on the many things which were engraved upon its crisp surface.

"What does this '2B' stand for?" she asked Jimmy, who had been an attentive listener.

"Two bucks," was the ready reply.

—Harpers.

THE HOPKINS ARMS

The teacher read the story of the man who swam three times across the Tiber before breakfast. Willie, who was sitting in the front seat, began to snicker. The teacher inquired the cause of his mirth.

"You don't doubt that a trained swimmer could do that, do you?"

"No, teacher, only I wondered why he didn't make it four times and get back to where he left his clothes."

Mathematically Speaking.

Mrs. Newly Rich was showing off her son, home on sick leave from a public school, to a bosom friend.

"Alfie's learning lots o' languages," she said. "Latin and Greek and French and Algebra and what-not!"

"Alfie, say 'I 'ope you're well' to the lady in Algebra!"

To the Members of the Graduating Class:—

We wish to extend to you our best wishes for the greatest success in the life after school. Whether you enter at once into the realms of business or whether you enter a higher institution of learning, may you ever keep before you the high ideals of true service to yourself and the community in which you live.

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Student: “Indigestion.”

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